

COMMON SCHOOL ADVOCATE.

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MODES OF INSTRUCTION IN COMMON SCHOOLS.

(Continued.)

There is no great difficulty in employing young pupils in such a way, as to keep them out of mischief, would we only try seriously, to use our inventive powers. And yet, how to manage very small pupils is often one of the most serious troubles which the teachers of our large central schools, especially in the Summer, are called to encounter. Many a teacher would tell you, that, were it not for her very small scholars, she could accomplish something; but that the management of the small pupils consumes almost all her time. And there is very little doubt, that a teacher will usually find it much easier to instruct forty pupils, who are all over six years of age, than twenty, of whom ten are from three to five.

Now, if this difficulty of managing very young pupils,—those, we mean, who are from three to six,—can be overcome; if there are methods of managing them with far greater ease and profit; then, is it not desirable that such methods should be pointed out?

Some of them have been alluded to, in the foregoing paragraphs. But there are others, which remain to be mentioned. One of the more important of these consists in the use of slates. We speak from experience, when we say that one third of the tedium, and not a little of what is called mischief, may be prevented, by the introduction of slates and pencils among little children. Our experience has, indeed, been confined to slates of a very small size,—only from four to six inches square, frame and all,—with short pieces of pencil. These were given to them, as a favor, and only when other expedients began to fail. When the school commenced, they were required to sit, awhile, without much notice which they were usually willing to do. But, after half an hour or so, it became necessary to give them occasional opportunities of standing. After the lapse of an hour, recreation became necessary in the open air, and, when the weather was good, it was allowed; but, when the weather was very bad, marching, and other in-door exercises, were substituted. After exercise, they could sit still, again; again, their sitting could be alternated with standing; and finally, towards the close of each half day, slates were allowed. Those alone, who have used slates with such small pupils, can readily conceive of the pleasure which they derive from their use, and of the benefit, both to the teacher and the scholars.

Some will suppose, that these efforts to employ pupils will cost more time, than the usual efforts at correcting evils, after they are perpetrated. They are mistaken, however. That it takes a little time to form one's plan for employing her pupils, as well as a little more to put it in execution, and accustom the pupils to it, and especially to fit a few monitors for their duty, will not be denied. But, when once fairly set agoing, all proceeds like clockwork, and almost as quietly and harmoniously. And, when in full operation, the saving of time to the teachers is immense. Besides, it is only in the beginning of these novelties, that they cause trouble among the pupils, by exciting attention. When they once clearly perceive that their teacher is a woman of expedients; that she can, at any time, invent something new, the novelty ceases, in a great measure, to cause interruption. It is indeed noticed, at first, but is soon forgotten.

At first, it may be well to allow pupils to fol-

low the bent of their own inclination, in regard to the purpose to which they apply their slates, till they get a little accustomed to the use of a pencil; after which, it may be well to give them lessons. These may be various. Sometimes, a letter of the alphabet will form a good lesson; sometimes, a triangle or square; sometimes, the picture of a boy, consisting of a mere outline, or the picture of a dog, or a horse.

Little time need be consumed by the teacher, in these exercises. Suppose the lesson is the letter O, or A, or H, or W; it is sufficient for the teacher to give out the slates and pencils, which are kept in a box or drawer; and, after making the letter which she wishes them to make, on the side of a large slate, hang it up before them, or procure another scholar to hold it. When the first symptoms of fatigue with the exercises begin to appear, a new lesson should be given, or the slates should be taken away. In any event, it is by no means advisable to let them retain them till they grow indifferent about them. The greatest care should be taken, at all times, to avoid satiety.

This method of combining amusement and instruction may be prosecuted, to an indefinite extent; at least, we have never found any limits to it. We are not sure, that it may not be well to require each Abecedarian to write, for his slate lesson, the letter he is learning. Perhaps, a class of this description might begin with the small word, and immediately pronounce it and write it, until perfectly familiar to them. In any event, it would be desirable to have them write all their lessons, when a little more advanced.

Let neither the teacher nor the pupils be discouraged, at the rough lines and uncouth resemblances of the first efforts. All things in Nature must have a beginning.

From the writing of small letters on the slate, the pupil may proceed, in time, to the larger letters; afterward, to combination of letters, beginning with the simplest, and proceeding, by degrees, to the more difficult.

We have spoken, as if the course to be pursued with a pupil, at setting out in the path of knowledge, was to begin with the study of letters. The best teachers, of late, begin with whole words, as hand, book, &c., and, when the pupil has become somewhat familiar with the practice of reading whole words and simple Combination of words, or short sentences, he is required to analyze them, or study the letters separately. In case of beginning to read whole words, we would depart a little from the plan above suggested,—that of writing the lesson the pupil is studying; for, though reading whole words, we would still write single letters.

There is one capital exercise, however, for children, which may and should accompany the reading of whole words, as above. The teacher should procure a quantity of the words the pupil is reading, and have them in a box, ready for use. Thus, suppose the current lesson of a child consists of the two words, hand and book. In this case, he should have a considerable number of words, of those two kinds, cut from a printed book or newspaper, in large type, together with a few others, as man, horse, and cow. After a class have been reading book and hand, the teacher or monitor may lay a handful of the words we have mentioned before each pupil, on his desk,* if he have one, if not,

* It is quite convenient for every pupil in school, however small, to have a seat of his own, with a back to it, and a desk in front; and each seat and desk should be independent of, and separate from, every other.

on some book spread open, or on a board or bench, and set him to selecting the two words of his lesson, and telling which they are, as well as distinguishing one from the other. In like manner, if the letters are learned before words, the same course may be pursued, in relation to the letters.

One admirable exercise, nearly akin to the foregoing, consists in incorporating letters into words. Thus, after a child has made some progress in reading, whether after the old plan or the new, we give him a quantity of letters, cut out as above, and allow him to combine them into words.

There is another exercise, beyond this, which may be employed, at a very early age. It consists in requiring the pupils to combine written letters into words. To this end, however, the written letters ought to be very plainly written; copy slips would be preferable to any thing else. At a period still later, he might learn to combine words. Another exercise, and a most admirable one for the slate, might be that of making and combining figures. Thus, after being taught to make 1, 2, 3, &c., he might be taught how to put together 1 and 2, 1 and 3, 1 and 4, &c., and might be taught, also, their value, separately and combined.

As the child advances, and becomes able to write his lesson in spelling, and to write well and rapidly, he may amuse himself, as well as improve his mind, in perfecting his lesson still more, and more. It may be questioned, whether any special exercises in writing, in the usual way, will be necessary to those who are constantly accustomed to the use of slates, from the very first. Certain it is, that, without them, such pupils never fail to write a good hand, as we have seen abundantly proved in both common schools, and institutions for the deaf and dumb.

By this method of employing children, more for the sake of employing them, than any thing else, we thus initiate them into reading, writing, spelling, &c. But we have not yet done with slate exercises. The further a child advances, and the more he uses his slate, the more will he love to use it, and the more may it be made an efficient instrument, in the way of his improvement.

It would require a volume to set forth, in detail, all the methods which might be devised, of using a slate advantageously, in the business and duties of the Common School. Not that books are to be wholly overlooked and despised; by no means. But far more may be done by pupils, between the ages of three or four and seven or eight years, with nothing but slates and pencils, than by all the books in the world, without the slates.*

Books, like slates, should be esteemed as favors, and should in no case be imposed as punishments, nor lessons, as tasks. And yet, as many teachers are apt to manage, there is not a child, in a whole school, who does not see that his lesson is imposed as a task, and the book handed to him to keep him out of mischief; or, at least, as an obstacle, to prevent his doing mischief with so much ease; a clog upon his heels, so cumbersome, that, in traversing the

* Let us not be understood, as disposed to turn all study into mere play. Far from it. Children should be taught to study, in due time; and to study hard. The great point is, to lead them along, in such a manner, that they will love study. To this end, it is, that we would make their first studies, though not play, yet *playful*; that their future ones may be voluntary and agreeable.

by-paths of roguery, he must go a little more slowly.

As things are now managed, it would be a matter of the greatest surprise, if little children, at school, did not find their lessons irksome, rather than pleasant, and their books a burden, than a source of happiness. But, let a hungering and thirsting be created for them, in the use of their slates, and then let these be given out to them, at a certain time, for a certain time,—five, ten, or twelve, minutes; and then, before they get tired of them, or begin to soil them, let them be taken away; and we should soon have far less complaint, than we now do, about dullness of apprehension, and a disrelish for study.

Think of the advantages to be derived to parents, teachers, and pupils, from substituting slates for books. In the first place, the expense of the slates and pencils is as nothing, compared with that of books. Secondly, they are better pleased with them. Thirdly, they give them more varied employment,—a point of exceeding great importance. Fourthly, they prevent the habits of soiling and injuring books, and, by consequence, of being slovenly with other things; (a child, who is slovenly in the use of books, will easily be so in the use of every thing else, unless the habit is counteracted.) Fifthly, a great deal of time is saved to the teacher, to be devoted to the discipline and instruction of the rest of the school. This, alone, is worth all the pains which such an innovation upon old usages is likely to cost. And, lastly, it prevents the formation of a thousand little habits, as those of biting the nails, picking the nose, rubbing the eyes, shrugging the shoulders, &c. &c.; habits, which, beginning as a relief, either form ennui or actual pain, gradually become, by repetition, almost invulnerable.

But there are a few more special uses of the slate, in the case of pupils who have become tolerably good readers; and, with the pencil, ready writers. We must, however, be brief, in our remarks.

One is, writing and drawing. We have already alluded to this subject, as a mere employment, and to prevent bad habits. But, after our young pupils get the use of the pencil, and begin to imitate forms, be it ever so roughly, they may not only be employed, but instructed; and that, too, with some regard to system. They may not only be permitted to make angles and triangles, squares and circles, but also irregular ones; and they may be taught to distinguish the one from another, as well as to combine them in various ways, beginning with the simplest.

Again, in regard to circles. One circle may be made to represent the sun; another, the moon; another, the human head; another, the eye; another, a piece of money, a button, a clock-face, a watch, a ring, or a plate. Not that a circular line represents any one of these, with exactness, unless it be a ring; but because they are bounded by a circular line, which the young eye readily detects, before it detects much else; because it greatly aids in leading the child to observation. Thus, he who draws a circle, to represent the moon, or the human head, will be very aptly led to notice the objects connected with the moon and head, and may easily be induced to represent them, also.

Here, it may be asked, whether exercises of this sort will not degenerate into mere play and picture-making. They may, or they may not. There is no necessity of any such degeneracy. In the first place, the use of the slates should not be continued too long, at any one time. In the second place, they should be taken away, when they play with them; when they depart, we mean, from the intention of the lesson. This punishment, the punishment of privation, is the only one which we have ever found necessary, in such cases.

When a pupil knows, that, if he departs widely from the intention of the lesson, his slate will be taken from him, he will usually confine himself to its legitimate and appropriate use.

One word more, however, in regard to drawing circles. The pupil may be shown, that two

circles, combined, form the figure 8; that one circle forms the letter O, small and large; that a circle with a small break in it, forms the greater part of the large and small C, as well as the large Q and G, and the small e; that an important portion of the small letters, b, d, p, q, s, as well as the large letters, B, D and P, R S and U, are made up from a circle; and, finally, that the figures 2, 3, 5, 6, 9, are essential parts of circles.

The teacher, whose common sense approves of the suggestions of these paragraphs, and who wishes to prevent the monotony, and tediousness, and disgust, so common in our schools, must however, remember one caution, which is, "to make haste slowly." Let her procure the slates and short pieces of pencil; they cost but little. But let her not proceed too rapidly, and make too many innovations, at a time. Perhaps she need not, with these hints before her, be, like ourselves, ten or twelve years, in coming to a rational course of management; nor need we have been so long, had the light been thrown in our path, to guide us, which we are now endeavoring to hold out to others.

Proceeding cautiously, however, feeling her way, with care, the teacher will bring her pupils, at length, to such a degree of perfection, in the use of slates and pencils, that much may be done with them, in the inculcation and acquisition of almost every elementary branch which devolves on her to teach.

Much may be done at map-making, provided the pupils can be furnished with large slates; for the small slates, we have mentioned, would hardly be adapted to this purpose. The practice of drawing the windows, table, walls, and floor, already recommended, would prepare the way for it; it is indeed the commencement of it; for what is this very exercise, but map-making? It might easily be extended to drawing the outline of the schoolhouse, the playground, the dwelling-house, to which the child belongs, its various rooms, the garden, the home lot, the streets of the neighborhood; his native town, &c. When a child has proceeded so far, as to draw the outlines of a county or State, it may be well to alternate another exercise with the last, which consists in teaching him to combine dissected maps, using the other maps, with the county and town lines, as the case may be, as a guide, till he becomes a little familiar with the exercise.

(To be Continued.)

From the New-York Observer.

DR. HUMPHREY'S THOUGHTS ON COLLEGE EDUCATION.—No. III.

The powers and duties of Trustees.

No college can flourish without a Board of enlightened and respectable men to manage its affairs. They are the legal and responsible guardians, to whom the public look, and in whose wisdom and integrity they confide. On the Trustees, Corporation, Fellows, Regents, or by whatever name the Board may be called, devolve the duties of marking out the course of studies; selecting the Faculty; fixing their salaries, and assigning them their several departments of instruction; raising and appropriating funds; making by-laws, and in general, watching over all the interests of the institution committed to their care. It is not essential that all the Trustees should be liberally educated men. Some eminent qualifications for such a trust are often found in men who never enjoyed the advantages of a public seminary. They are distinguished for their sound good sense, for their business talents, for their knowledge of the world, and for their high standing in society. Some shrewd, calculating, active, business men, there ought to be in every Board, whether they can show a diploma or not. At the same time, it is very desirable, to say the least, that a large proportion of the members, including both clergymen and laymen should be able to bring along with them into the corporation, that experience which a public education alone can give; and if some of them have themselves been college officers, so much the better, for questions will arise where the judgment and advice of such mem-

bers may be of great advantage. But however any Board of trust may be constituted in other respects, they must be men of established reputation, in whom the public have confidence, or a college can neither rise to eminence under their auspices, nor be sustained on the high ground where others may have placed it. It may be thought by some, that the guardianship of a public literary institution requires no great sacrifice of time, and imposes no very considerable burden of care or responsibility. But let them try it for a few years, and discharge the duties faithfully, and they will be of a very different opinion. The affairs of no college can be well and judiciously managed, without a great deal of thought, consultation, and personal inconvenience on the part of the trustees.—No man should accept the office, who is not willing to spend time and submit to toil in the discharge of his duties; to "rise early and sit up late," and in every practicable way exert his influence for the good of the seminary. And the men who do take upon themselves the burden, and spend the necessary time, and serve the public faithfully in this capacity, are entitled to the cordial thanks of all the friends of learning, virtue and religion.

The power, as well as the duties of college trustees, are defined in the characters under which they act. These instruments are not exactly alike, and perhaps it is not necessary they should be; but it is essential that every Board should have the power, not only to appoint the president, professors and tutors, but to remove them for good and sufficient reasons—to assign every instructor his duties—to prescribe the general course of studies—to make laws for the government of the student and to see that they are judiciously and faithfully executed. This, I take it, is about as far as the guardians of any public seminary can go. The wisest Board that ever was organized, cannot govern a college, unless they will come and reside on the ground. The immediate government they must commit, as they do the instruction, to the Faculty. Scattered all over the community, as they are, they can no more administer the laws than they can hear the daily recitations. They may, in any given case, be much better qualified than the Faculty are to sway the minds of young men, and to keep every one in his proper place, but in order to do this, they must be where the college is, and take it under their immediate supervision. In other words, they must themselves be the Faculty as well as the Trustees of the institution.

Let me illustrate this point by one or two analogous cases. Every academy must be well governed as well as taught. But who is to have an eye upon the boys from morning to night, and keep them in order—the trustees or instructors? The trustees can draw out the laws and regulations of the school upon paper, if they please, but they must leave the administration in other hands. And so in civil government it is the duty of the Legislature to make good and wholesome laws for the well being of the State; but were they to retain the executive administrative power in their own hands, it would throw every thing into confusion. This power must be vested in others. The judge and the jury who hear the evidence and try the issue, in the presence of the parties, must administer justice if it is administered at all. It would be worse than absurd for the law makers, were they all so many Broughams or Marshalls, to attempt the impartial administration of justice without being present to hear the causes and inquire into the circumstances. So in the government of a college, one Board must make the laws, and put them into the hands of a subordinate Board to be administered.

I have dwelt the longer on this point, because the contrary, or rather a sort of intermediate doctrine, has been sometimes held and acted upon, to the serious injury of college discipline. I have heard of cases, (I am happy to say that we have never known or experienced any thing of the kind,) but I have heard of cases in which the trustees, being dissatisfied with the proceedings of the Faculty, from ex parte testimony,

have undertaken, by holding frequent meetings and reviewing those proceedings to insure a better administration; and I never heard of any thing but evil from such interferences: nor do I believe that it is possible for any Board of trust to adopt this course without sooner or later prostrating the government of the institution. For in the first place, they cannot judge so well as the men who are constantly on the ground, and are watching all the movements of the complicated machinery. And in the next place, it is impossible for trustees to sit frequently upon cases of discipline, or for respectable members of the Board to listen to the complaints of students, without betraying to the whole college a want of confidence in the judgment of the Faculty; and what then becomes of their influence? Who will any longer respect them or yield to their authority? They may as well resign at once.

This is not said from any wish to make the Faculty independent of the Trustees, nor that they should retain one ounce of power which the good of a literary institution does not absolutely require them to possess. There is not, I will venture to say, a college officer in the land but that would be very glad to throw off the responsibility of government altogether, if he could. Nothing is half so difficult or so irksome. But I speak of the necessity of the case; and I say again, the Faculty must govern the college, under the advice of the trustees, or it cannot be governed at all. What then, you will ask, is to be done, supposing the Faculty to be either incompetent or unfaithful? I answer, let them be privately admonished or advised, as the case may require. If they cannot, or will not manage the institution well, let the trustees induce them to resign, or dismiss them and put better men in their places. This is the only practicable way to correct the evil. The trustees may and ought to be regarded by the Faculty and the students as the ultimate Board of Appeal; but to be resorted to only in extreme cases, to sustain the laws on the one hand, or to redress some intolerable grievance on the other. The trustees are to have all the power, and they are to be the sole judges when and how it is to be exercised; but no college ever prospered, or ever can, where their want of confidence in the Faculty induces them often to interfere in the government and discipline of the institution.

THE SINGING SCHOOL DIALOGUE.

ELLEN AND MARIA.

E. Do you attend the Singing School Maria?
M. No, I do not, my mother thinks I cannot learn to sing.

E. Ah, why does she think so?

M. She says I have no voice—that none of her brothers and sisters could learn, although they went to Singing School a number of quarters, and it would be throwing money away to have me attend the School.

E. What does your mother mean when she says you have no voice?

M. I do not know. I suppose she thinks that as she and her brothers and sisters went to Singing School, and could not learn because their teacher told them they had no voice, I have none of course.

E. How old are you Maria?

M. I was eight years old last August.

E. Eight years old?—and have you never tried to sing?

M. No, only once in the Sabbath School, when all the children sung, "Gently Lord, O gently lead us." I thought it sounded pretty, and I tried to sing it with them, but my teacher told me I did not chord, and I have not tried to sing since.

E. Do you like to hear singing?

M. O yes, singing of all kinds. There is nothing delights me so much. I have been almost enraptured, on some pleasant morning in summer, when I have rambled the fields and heard the birds sing, their voices sounded so sweet and they seemed so happy.

E. Do you not like to hear little children sing?

M. I do: and often have I been tempted,

while they were singing in Sabbath School, to sing with them; but I recollected my mother said I had no voice, and my teacher said I did not chord, and I thought it would be of no use to try.

E. Do you understand what singing, is?

M. I don't know as I do, only I suppose it is making sounds which are pleasant and agreeable to the ear.

E. Are all sounds alike pleasant and agreeable to your ears?

M. They are not: the song of birds, the sweet tones of the piano-forte, and the voices of the children when they sing in Sabbath School, are very different from the rattling of carriages and the cries of animals.

E. Do you always read at school in the same pitch of voice?

M. No, I think I do not. I sometimes raise my voice, sometimes lower it, and at other times, when I have a bad cold, read in a very low and hoarse voice.

E. Did you never notice that when all the children in school undertook to read together that some would read in a higher and some in a lower pitch of voice than others.

M. I have: and I have often thought how much better it would sound if they would all read in the same pitch.

E. Can you raise your voice or lower it, so as to read in the same pitch or tone as other children do when they read?

M. I think I can, for I have noticed when we all said our tables in school, that before we got through, most of us would say them in the same pitch of voice, and it would sound very pretty.

E. Did you know that this way singing? Singing is uttering sounds in a variety of ways which produced pleasing sensations: and it is just as easy to learn to sing as to read. Did you know the pleasure we take in singing, when we all come together, with our smiling faces, and learn some pretty song, you would think us a happy little family, and say how happy are our days. You would give your mother no rest until she was satisfied you had a voice to tease, if not to sing.

M. O, how I should like to go to the Singing School. I will give up all my playthings, my Wednesday and Saturday afternoons, if my mother will only let me go and try.

SATURDAY NIGHT.

How many associations, sweet and hallowed, crowd around that short sentence, 'Saturday night.' It is indeed but the prelude to more pure, more holy, more heavenly associations, which the tried frame and thankful soul hails with new and renewed joy at each succeeding return.

'Tis then the din of busy life ceases;—that cares and anxieties are forgotten;—that the worn-out frame seeks its needed repose, and the mind its relaxation from earth and its concerns,—with joy looking to the coming day of rest, so wisely and beneficently set apart for man's peace and happiness by the great creator.

The tired laborer seeks now his own neat cottage, to which he has been a stranger perhaps the past week, where a loving wife and smiling children meet him with smiles and caresses.

Here he realizes the bliss of hard-earned comforts; and, at this time, perhaps, more than any other, the happiness of domestic life and its attendant blessings.

Released from the distracting cares of the week, the professional man gladly beholds the return of 'Saturday night,' and as gladly seeks, in the clustering vines nourished by his parental care, the reality of those joys which are only his to know at these peculiar seasons and under these congenial circumstances—so faithfully and vividly evidenced by this periodical acme of enjoyment and repose.

The lone widow, too, who has toiled on, day after day to support her little charge—how gratefully does she resign her cares at the return of 'Saturday night,' and thank her God for

these kind resting places in the way of life, by which she is encouraged from week to week to hold on her way.

But on whose ear does the sound of 'Saturday night' strike more pleasantly than the devoted Christian? Here he looks up amid the blessings showered upon him and thanks God with humble reverence for their continuance.

His willing soul looks forward to that morn when, sweetly smiling, the great Redeemer burst death's portals and completed man's redemption. His willing soul expands at the thought of waiting on God in the sanctuary on the coming day; and gladly forgets the narrow bounds of time and its concerns, save spiritual—that he may feast on joys ever new—ever beautiful—ever glorious—ever sufficient to satiate the joy-fraught soul that rightly seeks its aid.

It leads him to the Lamb of God for protection; and rationally points out the way to joys on high—an endless Sabbath—a perpetual rest for the vigilant, the watchful, the faithful.

Portland Transcript.

MOTHERS.

It is the glory of our religion, that it assigns to woman her appropriate sphere. In all nations, ancient or modern, not blessed with revelation, and even among the followers of Mohammed, whose imposture is ingrafted on the sacred scriptures, women, the best instructed and the most elevated, are but slaves of imperious lords, and panders to the most debasing passions.—Their mental culture is almost wholly neglected; and they are invariably treated, as belonging to an inferior order of beings.

But even Judaism, though designed for a people comparatively barbarous, and adapted to a rude state of society, exalts woman to her just rank, as, in command of the decalogue, it requires children to honor their mother equally with their father.

NOTICE.

SMITH'S GEOGRAPHY AND ATLAS:
NEW EDITION.

PUBLISHED by Spaulding & Storrs, Hartford Conn., and for sale by TRUMAN & SMITH, No. 200, Main Street Cincinnati, O.

Smith's School Geography on the productive system. New edition, revised and enlarged: illustrated by 30 additional cuts, put up in uniform large type, accompanied by an entire new Atlas, containing 18 very superior maps, chart of the World, &c.,—by Roswell C. Smith, author of the Practical and Mental Arithmetic, Productive Grammar, &c.

The population in the Book and Atlas will be altered to correspond with the Census of 1840, as soon as officially reported, and will be kept in every respect fully up with the times.

From the Common School Assistant, edited by J. Orville Taylor.

New York, Feb. 20, 1840.

Smith's Geography Improved.—The above standard and popular work has just appeared from the new plates, the old ones having been destroyed by fire. The entire work has been revised, and we pronounce it the most accurate work in the market. We perceive several new maps; one of Palestine; one of Liberia; one of Mexico; &c. The map and chart of the World is presented on an entire new plan, and one which adds great value to the work, and must be universally admired. In all respects the work is equal to any Geography we have, and in several important particulars superior to the others.

N. B. The report that an action had been commenced against the publishers of Smith's Geography and Atlas, for an infringement of Mitchell's, is false, and without the least foundation.—SPALDING & STORRS.

Smith's Geography and Atlas, will be constantly for sale by the dozen, or hundred copies, at the Eastern publishers, low wholesale prices, by TRUMAN & SMITH, Cincinnati.

ECLECTIC SCHOOL BOOKS.

125,000.—The **ECLECTIC PRIMER**, or progressive lessons for young children, commencing with the alphabet. Of this Book, one hundred and twenty-five thousand have been published.

104,000.—**McGUFFEY'S FIRST ECLECTIC READER**, containing progressive lessons in reading and spelling, mostly in easy words of one or two syllables, with numerous pictures. One hundred and four thousand copies have been published.

78,500.—**McGUFFEY'S THIRD ECLECTIC READER**, with copious rules, and directions for avoiding errors and vulgarisms in pronunciations. Seventy-eight thousand five hundred copies have been published.

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MISS BEECHER'S MORAL INSTRUCTOR for schools. 4th edition,—prepared for the Eclectic Series.

As the time for Fall Schools is now approaching, the attention of Teachers, School Committees, Trustees, Parents, and all interested in promoting thorough Education, is requested to examine the above works. They form a complete, uniform, and improved series, commencing with the alphabet.

OHIO.

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GALLIAPOLIS--William McKinley.
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OXFORD--Robert W. Orr.
MARIETTA--Slacumb & Buck.
CIRCLEVILLE--Rogers, Martin & Co.
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